



Office of the State Superintendent of Education

SY 25-26 SPECIAL EDUCATION NEWSLETTER

March 6, 2026

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Special Education Guidance

2026 Extended School Year (ESY) Processes

OSSE is pleased to provide the [2026 ESY Preparation Guide](#), which includes information on new processes related to assigning ESY site locations, documenting ESY attendance in Special Programs, and the use of the OSSE Parent Portal to facilitate ESY-related transportation.

LEA SPED POCs should ensure the timely submission of ESY data, including completing eligibility determinations for ESY services and ESY-related transportation, identifying ESY

site locations, and communicating with parents about using the OSSE Parent Portal to select transportation preferences.

LEAs are also encouraged to review OSSE's [Policy Bulletin: Extended School Year \(ESY\) Services](#) regarding LEA responsibilities and documentation requirements for ESY eligibility determinations and service provision for eligible students with disabilities.

For questions about ESY, required tasks, or data systems, please refer to the points of contact provided in the guide.

Special Education Data Systems

System Update: Reasonable Efforts and Analyzing Existing Data (AED)

Effective immediately, the **Reasonable Efforts to Obtain Parental Consent** worksheet **must be finalized before the Analyzing Existing Data (AED) document can be finalized for any child younger than age 6**. This worksheet documents the LEA's efforts to obtain parental consent for an initial evaluation consistent with the reasonable efforts requirement established in *DL v. District of Columbia*. For more information about this requirement and the *DL v. DC* lawsuit, please refer to the at-a-glance document [here](#).

Helpful Tip: Students Appearing on Reports While Inactive in Special Programs

If a student appears on any of your reports—such as the REV Detail Report—but shows as inactive in Special Programs, this indicates that the student was likely not exited using the proper student exit codes in your LEA's student information system (SIS).

To resolve this issue, please review the student's exit code in your SIS and ensure it aligns with OSSE's [Entry and Exit Code Guidance](#). Correcting the exit code will update the student's status appropriately and remove them from reports where they should no longer appear.

If the student exited in a previous year, please review the [Prior Year Exits - LEA Guide](#) for steps to update the exit code.

Upcoming RSMR Functionality: Speech-Only Individualized Education Programs (IEPs)

Currently, the Related Service Management Reports (**RSMR**) do **not** include students who receive **speech-only services**. In these cases, the service is classified as **specialized instruction** rather than a related service. You can see this reflected in the student's service capture under "**Service,**" where it lists "**Speech/Language only.**"

OSSE is working on expanding the RSMR functionality to include **speech-only IEPs**. This enhancement will ensure these services are accurately represented in the report. We will provide additional information on the release date after the functionality is finalized.

Upcoming Trainings

The Special Programs training team is offering the following courses for March in the [OSSE Learning Management System \(LMS\)](#).

Course Title	Course Description
<p>Special Programs End User Experience</p>	<p>Unlock the full potential of the PowerSchool Special Programs web-based application with our comprehensive course designed for educators and administrators. This course provides in-depth training on accessing and navigating the platform, ensuring you gain essential skills to effectively manage compliance, intervention, and special education data.</p> <p><i>*This is a pre-requisite for all other trainings.</i></p> <p>Intended Audience: All Special Programs users</p> <p>Date & Time: 3/30/2026, 9:30 a.m. – 11:30 a.m. (Registration coming soon)</p>
<p>Special Programs Support Hour</p>	<p>Having issues with Special Programs processes and need some answers? This hour is for you!</p> <p>Intended Audience: LEA data administrators; special education coordinators, special education teachers, case managers, related service providers, Section 504 coordinators, transportation coordinators, assessment coordinators, and LEA viewers.</p> <p>Date & Time: 3/11/2026, 9:30 a.m. – 11:30 a.m.</p> <p>3/18/2026, 9:30 a.m. – 11:30 a.m.</p> <p>3/25/2026, 1 p.m. – 3 p.m. (Registration coming soon)</p>
<p>Special Programs Documenting Referral and Eligibility</p>	<p>This training will guide users through documenting a student’s referral and the eligibility process. The knowledge you gain from this course will be crucial in managing compliance and documenting the referral and eligibility process.</p> <p>Key Topics Covered: 1. Referral process and documentation 2. Eligibility determination</p> <p>Intended Audience: Special education teachers, case managers, special education service coordinators, and related service providers.</p> <p>Date & Time: 3/30/2026, 1 p.m. – 3 p.m. (Registration coming soon)</p>

<p>Special Programs Documenting and Delivering Related Services</p>	<p>This training will focus on managing compliance and documenting related services.</p> <p>Intended Audience: LEA data administrators, special education coordinators, and related service providers.</p> <p>Date & Time: 3/9/2026, 9:30 a.m. – 11:30 a.m.</p> <p>3/18/2026, 1 p.m. – 3 p.m.</p> <p>3/31/2026, 9:30 a.m. – 11:30 a.m. (Registration coming soon)</p>
<p>Special Programs Progress Reports</p>	<p>This training will focus on completing progress reports in Special Programs. Participants will learn how to access and document students' progress reports.</p> <p>Intended Audience: LEA data administrators, special education coordinators, special education teachers, and related service providers.</p> <p>Date & Time: 3/9/2026, 1 p.m. – 3 p.m.</p> <p>3/17/2026, 1 p.m. – 3 p.m.</p> <p>3/24/2026, 9:30 a.m. – 11:30 a.m. (Registration coming soon)</p>
<p>Special Programs Behavior Functional Behavioral Analysis (FBA), Behavior Intervention Plan (BIP), Manifestation Determination Review (MDR)</p>	<p>This training will focus on documenting students' discipline and behavior needs to achieve compliance in Special Programs.</p> <p>Intended Audience: LEA data administrators, special education coordinators, and special education teachers.</p> <p>Date & Time: 3/10/2026, 9:30 a.m. – 11:30 a.m.</p>
<p>Special Programs Documenting First Provision of Specialized Instruction</p>	<p>This course will cover how and when to document the first provision of specialized instruction in Special Programs.</p> <p>Intended Audience: LEA data administrators, special education coordinators, special education teachers, and related service providers.</p> <p>Date & Time: 3/10/2026, 1 p.m. – 3 p.m.</p> <p>3/24/2026, 1 p.m. – 3 p.m. (Registration coming soon)</p>
<p>Special Programs IEP</p>	<p>This training will focus on creating and monitoring students' IEPs. The knowledge gained from this course</p>

	<p>will be crucial in managing documentation and monitoring compliance for the IEP.</p> <p>Intended Audience: LEA data administrators, special education coordinators, special education teachers, case managers, and related service providers.</p> <p>Date & Time: 3/11/2026, 1 p.m. – 3 p.m.</p> <p>3/23/2026, 1 p.m. – 3 p.m.</p> <p>3/31/2026, 1 p.m. – 3 p.m. (Registration coming soon)</p>
Special Programs Report Writer	<p>This training will focus on effective report writing designed for all skill levels! This course introduces users to an intuitive report-writing tool that simplifies creating lists and multidimensional reports.</p> <p>Intended Audience: LEA data administrators, special education coordinators, special education teachers, case managers, related service providers, Section 504 coordinators, transportation coordinators, assessment coordinators, and LEA viewers.</p> <p>Date & Time: 3/16/2026, 1 p.m. – 3 p.m.</p>
Special Programs Section 504	<p>This training will address the processes for referral, eligibility, and the development of the Section 504 plan for LEAs using Special Programs to document Section 504 requirements. Additionally, the training will review the available system documents for documenting parent notices, including the manifestation determination, if applicable.</p> <p>Intended Audience: LEA data managers and Section 504 coordinators.</p> <p>Date & Time: 3/16/2026, 9:30 a.m. – 11:30 a.m.</p>
Special Programs Report Writer Support Hours	<p>The report writing tool is designed for all users, regardless of their technical skills or comfort level. Learn how to create list reports and multi-dimensional reports with ease using the embedded report writing tool.</p> <p>Intended Audience: All Special Programs users.</p> <p>Date & Time: 3/23/2026, 9:30 a.m. – 11:30 a.m. (Registration coming soon)</p>
Special Programs Secondary Transition	<p>This training will cover the components of writing the secondary transition plan in the IEP, as well as covering the processes for graduation, diploma types, exiting</p>

	<p>special programs, writing the Summary of Performance, and transfer of rights.</p> <p>Intended Audience: Secondary special education teachers, case managers, and special education coordinators.</p> <p>Date & Time: 3/17/2026, 9:30 a.m. – 11:30 a.m.</p>
Special Programs Child Outcome Summary (COS)	<p>The COS is a process for measuring the progress of children who are entering and exiting a special education prekindergarten program. This course will cover how and when to use the COS document in Special Programs.</p> <p>Intended Audience: LEA data administrators, special education teachers, case managers, and special education coordinators.</p> <p>Date & Time: 3/25/2026, 9:30 a.m. – 11:30 a.m. <i>(Registration coming soon)</i></p>

Annual Monitoring Activities

As the state education agency (SEA) for the District of Columbia, OSSE must annually monitor and issue findings of noncompliance to LEAs for special education indicators. OSSE reports these data to the Office of Special Education Programs (OSEP) at the US Department of Education (USED) each year. In 2026, OSSE will monitor, report, and issue findings for the following compliance indicators:

Monitoring Activity	Reporting Requirement	Monitoring Begin Date	Timeframe for Data Reviewed
Compliance and Continuous Improvement (CCI)	Individuals with Disabilities Education Act (IDEA) General Supervision	March 2026	January 2024 – May 2026
Secondary Transition	USED Specific Conditions	April 2026	Oct. 1, 2025 – March 31, 2026
Reevaluation	USED Specific Conditions	April 2026	Oct. 1, 2025 – March 31, 2026
Initial Evaluation	USED Annual Performance Report (APR)	July 2026	July 1, 2025 – June 30, 2026
C to B Transition	USED APR	July 2026	July 1, 2025 – June 30, 2026

Compliance and Continuous Improvement (CCI) Monitoring

OSSE's IDEA CCI monitoring is a federally required process where States ensure LEAs comply with federal special education laws and improve student results. Monitoring activities may include on-site visits, desk audits of student files, data analysis and application reviews as determined appropriate by OSSE based on LEA SEPR, dispute resolution, and other data delivered to our agency by your LEA. While all LEAs will ultimately be selected for CCI monitoring, OSSE prioritizes LEAs that demonstrate continued need for support through their LEA's data. The purpose of this monitoring activity is to meaningfully monitor compliance and improvement in specific areas and to deliver supports to your LEA to effectively drive positive outcomes for students with disabilities.

LEAs selected for this monitoring activity were notified on Feb. 27 via email. For more information about CCI monitoring, please contact Karen Morgan-Donaldson at Karen.Morgan-Donaldson@dc.gov.

Special Education Performance Report (SEPR)

Federal Fiscal Year 2024 (FFY24) SEPR Data is Now Available

As part of its work to support LEAs in building educator and system capacity to serve students with disabilities, OSSE is committed to providing LEAs with the most up-to-date data available.

OSSE is providing all LEAs with FFY24 data in the SEPR Quickbase application for all available SEPR metrics ahead of the SEPR 2026 release.

Please see the steps below for how to access and review your SEPR:

1. Open the [SEPR Quickbase application](#). Under "LEA SEPR," select "FFY 2023."
2. Review your LEA's "SEPR FFY2024 [LEA Name] Preliminary Data" under the Underlying Data column.
3. Schedule [SEPR office hours](#) if you have any questions or would like additional information about your LEA's data.

Technical Assistance and Training

Secondary Transition Common Errors Guide – Deadline Approaching

The [Secondary Transition Compliance Worksheet: Common Errors Guide](#) was created to help LEAs identify and correct mistakes when developing secondary transition plans. Be sure to use this tool as part of your LEA's internal audit process, focusing specifically on secondary transition plans developed during IEP meetings held between **Oct. 1 and March 31**. If any errors are found, please follow the next steps outlined in the tool to correct them before submitting the guide.

For further support, please [schedule office hours](#) with Byul Yim.

Instructional Supports for Students with Autism Spectrum Disorder (ASD)

Learn about ASD and instructional strategies to support students' academic, behavioral, and cognitive needs. This professional learning will cover instructional supports, accommodations, and approaches that can be applied in the classroom.

- Pre-K educators – Monday, April 27, 8:30 a.m. – 12 p.m. [Register here](#)
- Elementary and middle school educators – Monday, April 27, 12:30 – 4 p.m. [Register here](#)

Location: OSSE Main, First Floor (1050 First St. NE, Washington, DC 20002)

Space is limited to 40 educators. Attendees will receive four Professional Learning Units (PLUs) for each session. There will be two optional virtual follow-up sessions.

For more information, contact Angela Awonaike at Angela.Awonaike@dc.gov.

Leveraging Restorative Justice to Move from Trauma-Informed to Healing-Centered Engagement

Being trauma-informed is often thought of as the end of a process. For some, it begs the questions, “And then what? Now that we are informed, what do we do with the information?” Discussion around being trauma-informed often stays within the boundaries of the trauma, frequently revisiting the trauma and its triggers.

Healing-centered engagement centers resilience, repair, and renewal, intentionally moving and working towards establishing different options and opportunities. It focuses attention on possibility and growth as a step towards wellness.

This training will take place on Tuesday, March 17 from 9 a.m. – 3:30 p.m. at OSSE, 1050 First St. NE, Room 108, Washington, DC 20002. [Register here](#). Participants will receive six PLUs for full participation. For questions, please email Jessica.Dulay@dc.gov.

Update! Early Childhood Special Education Community of Practice (CoP)

CANCELLED - Session 3: Strengthening Transitions: Referral, Transfer, and Interagency Collaboration in Early Childhood (Wednesday, March 18, 2026) has been cancelled. Please stay tuned for additional information regarding future sessions.

Additional Support

Are you in need of technical assistance or training in any other area? Reference the topics below! Book office hours with one of our OSSE points of contact within the Office of Special Education.

Topic	Point of Contact	Email/Phone	Book Office Hours
Policy			
Policy & Guidance	Christie Weaver-Harris, Special Education Policy Team	OSSE.DSEpolicy@dc.gov	Special Education Policy Office Hours

Parent Support & Engagement	Jasmine Fleming, Special Education Policy Team	Jasmine.Fleming@dc.gov	N/A
IDEA Monitoring and Compliance			
IDEA Monitoring & Compliance	Karen Morgan-Donaldson, IDEA Part B Monitoring and Compliance Team	Karen.Morgan-Donaldson@dc.gov	Special Education Monitoring & Compliance Office Hours
Part B Correction of Noncompliance	Debra Melville, IDEA Part B Monitoring and Compliance Team	Debra.Melville@dc.gov	IDEA Compliance Office Hours
Part C Monitoring and Compliance	Sarah Peisch, IDEA Part B Monitoring and Compliance Team	Sarah.Peisch1@dc.gov	Part C to B Monitoring Office Hours
Secondary Transition	Byul Yim, Secondary Transition	Byul.Yim1@dc.gov	Secondary Transition Requirements Office Hours
Nonpublic Placement			
Nonpublic Placement	Katie Reda, Placement Oversight Unit	Katie.Red@dc.gov	Special Education Placement Office Hours
Nonpublic Monitoring and Compliance			
Nonpublic Monitoring & Compliance	Sharon Powell, Nonpublic Monitoring and Compliance Team	Sharon.Powell@dc.gov	N/A
State Complaints			
State Complaints	Kirstin Hansen, State Complaints Team	Kirstin.Hansen@dc.gov	State Complaints Office Hours



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